

REVISED 3/15/2005

**2004-2005 No Child Left Behind - Blue Ribbon Schools Program**

*U.S. Department of Education*

**Cover Sheet**

Type of School: ☐ Elementary ☒ Middle ☐ High ☐ K-12

Name of Principal Mrs. Marie Puryear

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Casper Classical Academy

(As it should appear in the official records)

School Mailing Address 970 1/2 North Glenn Road

(If address is P.O. Box, also include street address)

Casper

City

Wyoming

State

82601-1635

Zip Code+4 (9 digits total)

County Natrona County

School Code Number\* 1301038

Telephone ( 307 )261-6181

Fax ( 307 )261-6184

Website/URL www.casperclassicalacademy.org

E-mail [marie\\_puryear@ncsd.k12.wy.us](mailto:marie_puryear@ncsd.k12.wy.us)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Jim Lowham

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Natrona County School District #1

Tel. (307)577-0222

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board

President/Chairperson Mr. Ken Daraie

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
 

<u>27</u>	Elementary schools
<u>5</u>	Middle schools
<u>2</u>	Junior high schools
<u>4</u>	High schools
<u>0</u>	Other
<u>38</u> TOTAL	
  
2. District Per Pupil Expenditure: \$7,531
  
- Average State Per Pupil Expenditure: \$8,651

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
  - ☐ Urban or large central city
  - ☐ Suburban school with characteristics typical of an urban area
  - ☐ Suburban
  - ☒ Small city or town in a rural area
  - ☐ Rural
  
4. 2 1/2 Number of years the principal has been in her/his position at this school.
  
- 5 If fewer than three years, how long was the previous principal at this school?
  
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7	15	24	39
K					8	13	24	37
1					9	16	10	26
2					10			
3					11			
4					12			
5					Other			
6								
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					102

6. Racial/ethnic composition of the students in the school:
- |                   |                                    |
|-------------------|------------------------------------|
| _____             | 91 % White                         |
| _____             | 4 % Black or African American      |
| _____             | 3 % Hispanic or Latino             |
| _____             | 2 % Asian/Pacific Islander         |
| _____             | 0 % American Indian/Alaskan Native |
| <b>100% Total</b> |                                    |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 10 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	11
(4)	Total number of students in the school as of October 1	115
(5)	Subtotal in row (3) divided by total in row (4)	.095
(6)	Amount in row (5) multiplied by 100	9.5

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient  
 Number of languages represented: 0  
 Specify languages: N/A

9. Students eligible for free/reduced-priced meals: 23 %  
 Total number students who qualify: 27

10. Students receiving special education services: 2%  
2 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>    </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>    </u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>0</u>	<u>1</u>
Classroom teachers	<u>4</u>	<u>8</u>
Special resource teachers/specialists	<u>0</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>3</u>
Support staff	<u>1</u>	<u>5</u>
Total number	<u>5</u>	<u>18</u>

12. Average school student-“classroom teacher” ratio: 15:1

- 13.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	95%	96%	95%	96%
Daily teacher attendance	94%	96%	94%	93%	94%
Teacher turnover rate	23%	15%	25%	50%	0%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

Please note that our high teacher turnover rate is related directly to our itinerant teachers who teach one period a day at CCA, and teach the rest of their schedule at one or more schools. The core teachers, for the most part, have been at CCA for the duration. At the beginning of the 2000-2001 school year, our school separated from Fort Caspar Academy and moved to our own building.

## PART III - SUMMARY

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Casper Classical Academy seeks to teach every learner to reach his or her academic potential and to ultimately become a responsible citizen. Our program offers a rigorous, academically advanced and integrated humanities curriculum with an emphasis on character education which includes:

- A common core of knowledge, including:
  - Logic
  - Latin
  - Rhetoric (Political Discourse)
  - Technology (project-oriented and standards-based)
  - Literature (the Classics)
- Emphasis on Western Civilization
- The Trivium (Grammar/Logical-Dialectic/Rhetorical)
- Character education (including life and study skills)

### **Student success relies upon a solid partnership among parents, staff, and students.**

Casper Classical Academy's mission was developed with staff, parent, and student input. Our belief is that we are preparing students for success in the adult world by providing them with the skills, knowledge, and work ethic needed to communicate intellectually and effectively.

Casper Classical Academy (CCA) serves 102 Students in the 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades in Casper, Wyoming. Casper is an urban community of nearly 50,000 located in Wyoming's central plateau near Casper Mountain. CCA is part of the Natrona County School District #1, which consists of 27 elementary schools, 3 rural schools, 5 junior highs, 2 middle schools, and 4 high schools. NCSD #1 is a school of choice district, which encourages entrepreneurial schools with diverse programs and curriculums. Because we are a school of choice, any student can enroll. However, students who have the support of their family, who already have a strong language arts foundation, and who are motivated to learn find the greatest levels of success at Casper Classical Academy.

Casper Classical Academy is currently located next to the district's Central Services Facility. The school stemmed from parents who wanted a different choice in education for their children. Initially, Fort Caspar Academy, an elementary school, was developed as a Kindergarten through 6<sup>th</sup> grade program. Casper Classical Academy started out as a class of 7<sup>th</sup> graders in a portable outside the elementary school. Eventually, the middle level students outgrew the area they were housed in and the district renovated their warehouse into a temporary school for CCA. Casper Classical Academy offers a slightly different curriculum (later described in Part V) that centers on the Wyoming State and Natrona County School District Standards, high academic expectations for students, and high parent involvement.

Students rotate through an 8-period day with the same team of students. Class size is maintained at approximately 20 or fewer students in the 7<sup>th</sup> and 8<sup>th</sup> grades (there are two sections of each) and 25 students in our 9<sup>th</sup> grade class. Because our facility lacks a gymnasium and cafeteria, our students are bused to the local Boys and Girls Club for Physical Education and to Natrona County High School for lunch. Our day is extended 30 minutes longer than the other middle level schools in our district because of the travel time allotted for lunch. Our school will be moving into a new location for the 2005-2006 school year. We will be in a renovated portion of the old East Junior High School at 920 S. Beverly.

The philosophy of our school was based on the fact that parents are an integral part of a child's education. All parents and guardians of CCA students are part of our Parent-Teacher Organization, which includes a voted-upon membership of parents serving in the role of Governing Council of the Parent-Teacher Organization (PTO). This group ensures that the parent body is represented at PTO meetings. Additionally, this group of parents helps create rules and policies upon which the school runs. Parents sign a contract upon enrollment of their student encouraging high levels of parental involvement. CCA views the parent/student/teacher triangle as the most important set of relationships in any school situation.

Casper Classical Academy provides an excellent education to middle level students in a caring, nurturing, and structured environment.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### Part IV – Question 1 – Meaning of Assessment Results

The Wyoming Comprehensive Assessment System (WyCAS) <http://www.k12.wy.us/wycas.asp> was designed to comprehensively address the content and performance standards and learning targets for students, providing them with multiple opportunities and multiple formats to demonstrate their knowledge and skills in relation to those content and performance standards. Each assessment has a clear and explicit rationale. Students are tested in a variety of ways including multiple choice, constructed response, extended response, and writing prompts.

Students take the WyCAS annually in the 4<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grades in the areas of reading, writing, and mathematics. Students receive scaled scores and are placed in one of four different performance levels: Advanced, Proficient, Partially Proficient, and Novice for each content area. It is Casper Classical Academy's goal that there are no novice or partially proficient performing students, rather that they are meeting the standard by scoring proficient or advanced.

In reading, scaled scores can range from 200 to 280. Scores from 200 to 219 indicate average student performance at the Novice level; scores from 220 to 239 indicate average student performance at the Partially Proficient level; scores from 240 to 258 indicate average student performance at the Proficient level; and scores above 258 indicate average student performance at the Advanced level.

In writing, scaled scores can range from 200 to 280. Scores from 200 to 219 indicate average student performance at the Novice level; scores from 220 to 239 indicate average student performance at the Partially Proficient level; scores from 240 to 262 indicate average student performance at the Proficient level; and scores above 262 indicate average student performance at the Advanced level.

In mathematics, scaled scores can range from 200 to 280. Scores from 200 to 219 indicate average student performance at the Novice level; scores from 220 to 239 indicate average student performance at the Partially Proficient level; scores from 240 to 256 indicate average student performance at the Proficient level; and scores above 256 indicate average student performance at the Advanced level.

Looking at CCA's scores on the WyCAS over the last five years, 56.4% of CCA students have scored at the advanced or proficient levels in reading while only 38.2% of students statewide have scored at those levels. Last year alone, CCA had 81% of our students at these levels, while the state only showed 41% at these levels.

Over the last five years, in writing 67.6% of CCA students have scored at the advanced or proficient levels while only 51.2% of students statewide have scored at those levels. Looking at last year, 84% of our students scored in the advance or proficient range, while the statewide average was 57%.

During the last five years in math, 50.8% of CCA's students have scored at the advanced or proficient levels while only 35% of students statewide have scored at those levels. Looking at last year, 67% of our students scored in the advance or proficient range, while the statewide average was 40%.

When looking at the one subgroup that we receive data on, male compared to female, there are not huge discrepancies. Because of our small size, one or two students can drastically change the percentages shown. We continue to look at all of our assessment information to help us monitor and adjust our curriculum so that we are meeting the needs of all students in a challenging academic environment.

#### **Part IV – Question 2 – Use of Assessment Data**

Currently Casper Classical Academy is in Phase V of the North Central Accreditation process. This phase involves looking at interventions and assessments to help students improve in the areas of writing and reading (our NCA school goals). CCA utilizes norm-referenced (TerraNova) and criterion-referenced (WyCAS) assessment data to evaluate student and school performance. Additionally, teachers in all subject areas utilize classroom data and bring information to collaboration discussions regarding student performance.

During the first four phases of the NCA process, we reviewed our current practices and analyzed the data. We started reviewing research-based best practices in the areas we determined we could improve upon to determine interventions to put in place to improve student learning. We are currently examining student work and collaborating with others about what the information tells us about student performance in our classrooms. In the future we will continue to analyze the data we receive and determine if the interventions we put in place are making a positive impact on students.

The staff is currently reading the book Results: The Key to Continuous School Improvement by Mike Schmoker to help focus staff on the simple conditions that favor positive results in student learning, discuss the theory behind the conditions, and demonstrate how anyone in any school setting can replicate these same conditions in order to increase student performance. It is believed that a few carefully selected principles and practices that are supported by research are likely to cause increased student learning, and the CCA staff will be reviewing them to learn how to incorporate them into their courses.

#### **Part IV – Question 3 – Communicating Student Performance**

Casper Classical Academy communicates student performance in a number of ways. First and foremost, we believe that students and parents should be informed frequently on the day-to-day progress of classes. We achieve this goal by providing weekly progress reports to parents and students that are sent home with a newsletter written by the teachers telling what is going on in their classes currently and in the future. Additionally, student grades and attendance information has just become available to parents and students via the internet. Our new grade book system can be viewed securely from any internet connection.

We also have Parent-Teacher Conferences twice a year. We encourage 100% participation even if students are performing very well in every class. During these conferences teachers talk to parents about test results, how the student is performing in class, and how parents can better facilitate student learning at home. Students are also brought into the discussion when teachers privately conference with individuals about their performance in class and on norm- and criterion-referenced assessments.

The community receives information about school performance on statewide assessments through the local media. The District Report Card is published in the local newspaper, comparing our results as a school along with other schools in our district.

#### **Part IV – Question 4 – Sharing our School's Success**

Casper Classical Academy looks at education in a more traditional way, creating high expectations for student achievement in all curricular areas. We are more than willing to share the great things we do with students, because we believe very strongly in them.

Our teachers attend trainings with other teachers from across the district in every subject area. These opportunities afford us the time to discuss what we're doing here at CCA that is successful and to learn from other schools about what they are doing as well.

Our administrator also attends monthly meetings with other administrators in the district and is able to discuss the curriculum here at CCA.

We are interested in continuing these conversations with other schools, not only within the district, but also within the state.



## **PART V – CURRICULUM AND INSTRUCTION**

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### **Part V – Question 1 – School Curriculum**

The curriculum at Casper Classical Academy revolves around our Western civilization, and therefore, our social studies curriculum, as well as a classical approach to education. All content areas at Casper Classical Academy have high academic standards for all students. We believe in setting the bar high for students so that they do not settle for mediocrity.

In order to coordinate our subjects and lessons, our staff meets regularly to map our curriculum and build units that enable students to study integrated subjects in depth rather than limiting the academic possibilities to one subject's curriculum. We believe this integration helps our students connect with the material better, enabling them to remember the material. At times this also facilitates natural opportunities for differentiated instruction and broadens assessment in alternative learning styles.

In order to be educated in any discipline, one must know its basic facts (grammar); be able to think deeply about the subject (logic); and be able to act on that knowledge in a personal, original, and independent way (rhetoric). This three-stage process makes up the Trivium approach to education.

In addition to the required curriculum, which centers on state and district standards, we integrate character development, the Arts, and Humanities into each of our core subjects. Our curriculum is also rich in Classical literature. Our students read and study the Classics as well as learn Latin for at least two years. Technology is an integral piece to our school's curriculum as well. These classes are project-oriented and standards-based.

### **English**

See Part V, Question 2

### **Fine Arts and Performing Arts**

All CCA students take one Fine Arts or Performing Arts elective class, be it art, band, orchestra, or choir. The four State and District Standards are incorporated into these hands-on, active courses. These teachers try to fit our classical studies into their lessons. For example, in art, students may study the art of a specific time period based on what the students are studying in Social Studies.

### **Latin**

See Part V, Question 3

### **Literature**

In 7<sup>th</sup> grade, students take a separate year-long Literature class. Please see paragraphs 2 and 3 of Part V, Question 2.

### **Logic**

At CCA we believe that teaching logic is critical to the cognitive development stage. Logic gives students the tools necessary to question, argue, or know why. This questioning stage is necessary for students' maturity and progression toward the next stage (rhetoric).

This course equips students with the fundamental tools of reasoning, emphasizing the analysis, both categorical and propositional, for validity. The students also learn how to define terms, explain relationships between statements, identify fallacies -- both formal and informal -- and organize and judge debate.

### **Math**

Our math curriculum is a standards-based curriculum that focuses on the state and district standards for Pre-algebra, Algebra 1, and Geometry. With an emphasis on the fundamental skills and knowledge for each course, our curriculum envelopes higher level thinking skills through exploration and projects.

**Physical Education/Health**

Physical education at CCA includes students participating in a variety of traditional team sports. Students have the opportunity to develop movement skills through individual and group practice. Students also take part in modified game situations where they continue to refine skill technique, develop game play strategies, and enhance sportsmanship behavior. Throughout the sport/activity units, students take part in activities to improve fitness levels, working on cardiovascular endurance, muscular strength, and flexibility. PE also encourages students to develop personal and social responsibility. Students learn the etiquette of specific activities, safety rules, and appropriate interactions with other team members.

Health education at CCA incorporates a variety of content areas linked with specific skill standards. Students are presented with basic information and knowledge concerning many health related topics. Attached to each topic is a skill to help students apply their knowledge and make sound decisions concerning their health.

**Political Discourse**

Political Discourse is a course designed to teach students the art of effective persuasion, formal communication, and debate. Incorporating the ideal of rhetoric, the class is designed in such a way that students conduct in-depth analysis of modern political issues, formulate opinions on those issues, research expert opinion, and write and deliver persuasive opinions. We hope that students leave this 9<sup>th</sup> grade class having conquered their fear of public speaking and with a willingness to use their skills to intelligently persuade others.

**Science**

A classical approach to the sciences emphasizes understanding and applying scientific concepts in research, creation of posters, model-making, game design, and authentic labs. We integrate study skills, character education, careful reasoning, and the arts, language, history and math of science into the three areas of earth, life, and physical science.

**Social Studies**

Social studies at CCA is a program that incorporates ancient history and geography into the development of Western Civilization and culminates with the history of the United States and the development of our cultural heritage through World War II. We examine the development of our democracy from its roots in ancient Greece and trace the development of our nation using an analysis of important documents and individuals that were key in making our country what it is today.

**Special Education**

Special Education at CCA is a standards-based program for those students identified as having exceptionalities in one or more academic areas. It focuses on the individual needs of each student and may include inclusion in the regular classroom and/or pullout services. Students learn organizational and study skills to help them grow towards their individual goals.

**Technology**

Technology at CCA is project oriented and content standards-based. Students learn applications such as Appleworks and Microsoft Office, as well as PowerPoint, Hyperstudio, Geometer Sketchpad, and iMovie. Technology is taught as an isolated course in all three grades. It is also used within each content area where it lends itself to enhance student products in order to meet State and District Standards.

## **Part V – Question 2 – English Curriculum**

The English language curriculum at Casper Classical Academy is focused on reading classic works of literature and writing thoughtful, organized responses. We use a variety of methods to increase our ability in writing including Daily Oral Language, Shurley Method, Six Traits Writing, and Step Up to Writing. Having a strong foundation in grammar sets students up for success whenever they write, and as practice makes perfect, we make grammar a daily priority at all grade levels. We feel that students must write often, and they must practice all genres of writing so that they will be able to complete any writing task set before them in a logical and complete manner.

It is also our philosophy that strong readers become strong writers. Most of our writing is tied to the literature that we are simultaneously studying. We concentrate on having students analyze the literature, read for details, and connect the story to real life. Students have opportunities to interact with texts in many different ways, such as silent reading, partner reading, popcorn reading, following along as a teacher is reading, as well as other strategies that help develop fluency with a text. Setting a purpose for reading and reading for specific elements or details helps students succeed in other subjects beyond language arts. It also helps them focus on literary styles, elements, genres, and techniques that become increasingly important as students move along their higher-educational path.

With our struggling readers, we have tried a variety of methods to help them achieve grade level skills. A few strategies that have been successful are allowing a student to pre-read the assigned books during the summer months before reading them again during the school year, selecting books that are in sync with or slightly above a student's Lexile score in order to create a feeling of success and to gain a greater level of comprehension, and, then, allowing a student to listen to an audio recording of the literature while reading along. These methods are geared toward students lessening their frustration-level and gaining fluency and comprehension of the reading materials.

## **Part V – Question 3 – Another Curriculum Area (Latin)**

Because a classical education stresses foundations laid in the past, the Latin language is studied at CCA. The study of Latin, which has many of the roots of contemporary speech and thought, is an integral part our curriculum. Students who study Latin develop a larger English vocabulary, achieve higher verbal SAT scores, and become sensitive to languages and people of other cultures. Studying the language, customs, and world view of a society from a different time and place is a mind-expanding experience. Conversely, focusing on the similarities between our culture and that of the Romans offers the opportunity to consider the Greco-Roman contribution to American life in the areas of government, architecture, ideals, and ideas. Latin students first learn vocabulary and grammar facts, and then analyze those basic facts and knowledge in order to be able to communicate understanding.

## **Part V – Question 4 – Instructional Methods**

Our teachers use many methods to instruct and address student needs. Teachers utilize direct instruction, modeling, guided and independent practice, questioning techniques, giving cues, class and group discussions, problem-solving exercises and reinforcement of concepts.

The teachers at CCA generally hold the philosophy of being essentialists and perennialists. Essentialism is a conservative position concerned with transmission of fact and truth rather than frills. Essentialists believe that school should teach basic knowledge, that learning is hard work and requires discipline, and that the teacher is the focus of classroom authority. Perennialism, our secondary philosophy of education, states that all people can, and should be able to think and communicate. Perennialists believe that man is a rational animal and human nature is universally consistent; hence, education should be the same for all people, knowledge is universally consistent and should be taught to all people, subject matter is at the center of education, and great works which have stood the test of time are still relevant in our day.

Teachers at CCA maintain a high level of engagement by stimulating the development of ideas and monitoring classroom discussion and project work. They act as facilitators and guides while assigning tasks that are authentic, personally relevant, challenging, and multi-disciplinary.

## **Part V – Question 5 – Professional Development Program**

Casper Classical Academy's school mission and school improvement goals drive the activities planned for staff development. Since the school is still in its infancy, the attainment of the goals is critical to the success of the school. The most important and effective general staff development occurs as follows:

- Daily staff collaboration occurs the first period of the day.
- Staff and parents have made visits to other schools (e.g. in Colorado) that have a "classical" emphasis.
- During collaboration time, CCA staff has begun to map out our school curriculum in order to produce a genuine classical academy, to facilitate subject integration with the Humanities and technology, to identify the timing of large class projects, and to ensure we align to State and District Standards and our school goals.
- Staff members who attend specialized training share what they have learned with the rest of the staff during collaboration. For example, our Language Arts teacher took a course in differentiated instruction that was then presented to the rest of the staff.
- Each certified staff member creates a professional development goal that is aligned with the school's improvement goals at the beginning of the school year which is discussed with the principal. At the end of the school year, a summative evaluation conference determines success.
- Staff analysis of annual student testing (e.g. WyCAS, TerraNova) during which we note the number of our students in the meeting or exceeding standards category as well as novice category.
- Most of the CCA staff is trained in Wyoming's Body of Evidence (BOE) statewide assessment program.

The CCA staff has varied interests for professional development for the upcoming years. These interests included: curriculum design, specifically Wiggins' format, more curriculum mapping, computer training, and brain research relating to middle school students. All staff development will be focused on improving student learning and aligning with our school improvement goals.

## PART VII - ASSESSMENT RESULTS

### Public Schools

Casper Classical Academy  
Wyoming Comprehensive Assessment System (WyCAS)  
Grade 8 Reading

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
% At or Above Novice	100	100	100	100	100
% At or Above Partially Proficient	100	97	97	79	50
% At or Above Proficient	81	45	84	44	28
% At Advanced	16	7	32	3	0
Number of students tested	31	42	31	34	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
1. <u>Male</u>					
% At or Above Novice	100	100	100	100	
% At or Above Partially Proficient	100	100	100	80	
% At or Above Proficient	77	50	87	53	
% At Advanced	24	9	27	0	
Number of students tested	17	22	15	15	9
2. <u>Female</u>					
% At or Above Novice	100	100	100	100	
% At or Above Partially Proficient	100	95	95	79	
% At or Above Proficient	86	40	82	37	
% At Advanced	7	5	38	5	
Number of students tested	14	20	16	19	9
<b>STATE SCORES</b>					
% At or Above Novice	100	100	100	100	100
% At or Above Partially Proficient	82	79	79	80	78
% At or Above Proficient	41	39	38	39	34
% At Advanced	9	8	7	9	6

Wyoming requires a minimum of 10 students in a subgroup before those scores are reported. In the 1999-2000 school year, there were not enough students in either subgroup to report the data. In all years, the only subgroup with enough students to report has been male vs. female.

Casper Classical Academy  
Wyoming Comprehensive Assessment System (WyCAS)  
Grade 8 Writing

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
% At or Above Novice	100	100	100	100	100
% At or Above Partially Proficient	100	97	100	94	55
% At or Above Proficient	84	57	97	56	44
% At Advanced	10	14	32	15	0
Number of students tested	31	42	31	34	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
1. <u>Male</u>					
% At or Above Novice	100	100	100	100	
% At or Above Partially Proficient	100	95	100	97	
% At or Above Proficient	77	59	100	60	
% At Advanced	6	14	40	20	
Number of students tested	17	22	15	15	9
2. <u>Female</u>					
% At or Above Novice	100	100	100	100	
% At or Above Partially Proficient	100	100	100	95	
% At or Above Proficient	93	55	94	53	
% At Advanced	14	15	25	11	
Number of students tested	14	20	16	19	9
<b>STATE SCORES</b>					
% At or Above Novice	100	100	100	100	100
% At or Above Partially Proficient	91	83	85	87	85
% At or Above Proficient	57	48	53	51	47
% At Advanced	7	9	9	8	5

Wyoming requires a minimum of 10 students in a subgroup before those scores are reported. In the 1999-2000 school year, there were not enough students in either subgroup to report the data. In all years, the only subgroup with enough students to report has been male vs. female.

Casper Classical Academy  
Wyoming Comprehensive Assessment System (WyCAS)  
Grade 8 Math

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
% At or Above Novice	100	100	100	100	100
% At or Above Partially Proficient	96	88	97	82	51
% At or Above Proficient	67	43	71	50	23
% At Advanced	32	14	23	21	6
Number of students tested	31	42	31	34	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
1. <u>Male</u>					
% At or Above Novice	100	100	100	100	
% At or Above Partially Proficient	100	95	100	93	
% At or Above Proficient	71	50	74	54	
% At Advanced	47	27	27	27	
Number of students tested	17	22	15	15	9
2. <u>Female</u>					
% At or Above Novice	100	100	100	100	
% At or Above Partially Proficient	93	80	94	74	
% At or Above Proficient	64	35	69	48	
% At Advanced	14	0	19	16	
Number of students tested	14	20	16	19	9
<b>STATE SCORES</b>					
% At or Above Novice	100	100	100	100	100
% At or Above Partially Proficient	78	71	71	70	69
% At or Above Proficient	40	35	33	32	31
% At Advanced	12	11	10	9	9

Wyoming requires a minimum of 10 students in a subgroup before those scores are reported. In the 1999-2000 school year, there were not enough students in either subgroup to report the data. In all years, the only subgroup with enough students to report has been male vs. female.

Casper Classical Academy  
**REFERENCED AGAINST NATIONAL NORMS**

Subject Reading Grade 8 Test TerraNova – Reading

Edition/Publication Year Copyright 1997 Publisher McGraw-Hill

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles ☒ \_\_\_\_\_

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
Total Score	83	78	84	56	70
Number of students tested	31	42	31	34	10
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
1. <u>Male</u>	85	85	88	61	
Number of students tested	17	22	15	15	4
2. <u>Female</u>	82	68	80	52	
Number of students tested	14	20	16	19	6

Wyoming requires a minimum of 10 students in a subgroup before those scores are reported. In the 1999-2000 school year, there were not enough students in either subgroup to report the data. In all years, the only subgroup with enough students to report has been male vs. female.



Casper Classical Academy  
**REFERENCED AGAINST NATIONAL NORMS**

Subject Reading Grade 8 Test TerraNova – Language Arts

Edition/Publication Year Copyright 1997 Publisher McGraw-Hill

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles ☒ \_\_\_\_\_

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
Total Score	84	78	84	60	82
Number of students tested	31	42	31	34	10
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
1. <u>Male</u>	84	87	86	56	
Number of students tested	17	22	15	15	4
2. <u>Female</u>	85	66	84	62	
Number of students tested	14	20	16	19	6

Wyoming requires a minimum of 10 students in a subgroup before those scores are reported. In the 1999-2000 school year, there were not enough students in either subgroup to report the data. In all years, the only subgroup with enough students to report has been male vs. female.

Casper Classical Academy  
**REFERENCED AGAINST NATIONAL NORMS**

Subject Reading Grade 8 Test TerraNova – Math

Edition/Publication Year Copyright 1997 Publisher McGraw-Hill

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles ☒ \_\_\_\_\_

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
Total Score	85	67	78	60	66
Number of students tested	31	42	31	34	10
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
1. <u>Male</u>	88	78	81	73	
Number of students tested	17	22	15	15	4
2. <u>Female</u>	80	54	74	50	
Number of students tested	14	20	16	19	6

Wyoming requires a minimum of 10 students in a subgroup before those scores are reported. In the 1999-2000 school year, there were not enough students in either subgroup to report the data. In all years, the only subgroup with enough students to report has been male vs. female.